DOCUMENT RESUME

ED 092 532 95 SP 008 124

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| TITLE | An Interim Report of the EPDA, Part F, Performance-Based Education Project at Northern Montana College. |
| INSTITUTION | Northern Montana Coll., Havre. |
| SPONS AGENCY | Office of Education (DHEW), Washington, D.C. |
| PUB DATE | 31 Dec 73 |
| NOTE | 26p. |
| AVAILABLE FROM | Performance-Based Education Project, Northern Montana College, Havre, Montana 59501 (No price quoted) |
| EDRS PRICE | MF-$0.75 HC-$1.85 PLUS POSTAGE |
| DESCRIPTORS | Change Strategies; *Educational Change; *Educational Objectives; *Institutional Research; Performance Based Teacher Education; Performance Criteria; *Performance Specifications; *Post Secondary Education |

ABSTRACT

This interim report concerns initial accomplishments of objectives designed for a projected 5-year performance-based education project. This project is unique in that it is designed to encompass more than the teacher education division in conversion to a competency/performance-based approach to postsecondary education. Detailed objectives for the first year of the project are reported, with accomplishments as of this interim report. Included are examples of: (a) how each objective was accomplished and indications of future directions, (b) discussion of the approach used to convert to performance-based criteria, and (c) organization of the various advisory committees used for the project. Constraints, problems, and accomplishments are included in the summary. The appendix presents information on the initial efforts to develop a module for the student teaching practicum. (Author)

ED 092532

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# AN INTERIM REPORT OF THE EPDA,

# PART F,

# PERFORMANCE BASED EDUCATION PROJECT

# AT NORTHERN MONTANA COLLEGE

Dates of Approval of this Project
July 1, 1973-June 30, 1974

Submitted to:

The Office of State Superintendent
of Public Instruction

Dolores Colburg

Barbara Crebo
Supervisor, EPDA, Part F

December 31, 1973

SP008 174

This project has been supported in part by funds provided by the Education Professions Development Act, Part F, in cooperation with the Office of State Superintendent of Public Instruction of the State of Montana.

TABLE OF CONTENTS

Introduction ..... ii

Objectives ..... 1

Professional Advisory Committee ..... 1

Faculty Advisory Committee ..... 2

Staff Activity ..... 3

Accomplishments, Constraints, and Problems ..... 10

Appendix A ..... 11

## Introduction

The following is a six-month interim report of the Performance-Based Education Project at Northern Montana College. This report reflects the approaches employed in achieving the objectives established for the first year of the projected five year project.

The project objectives have not been revised from the original proposal; however, the strategies have been modified in three ways: (1) a graduate assistant has been employed as a staff member; (2) a faculty advisory committee has been established; and (3) a group of faculty members was used as consultants to develop materials for PBE. All three of the modifications have contributed to the success and progress of the project.

# OBJECTIVES

The following pages indicate the progress toward meeting stated objectives.

Objective 1:

> Project staff selection, assignments and coordination--Northern Montana College, cooperating schools, Office of Superintendent of Public Instruction and representative professional organizations.

In July of 1973, a contract was entered into between Northern Montana College and the Office of the Superintendent of Public Instruction of the State of Montana for the purpose of developing a performance-based program of education over a five-year period.

The project staff consists of a project director, secretary, and graduate assistant. An assistant director has been selected and will join the project in January, 1974.

In July, a meeting was held with the Superintendents of the school districts identified as potential participating schools. They were apprised of the project and their possible involvement with it. As a result of the meeting six school districts were selected on the basis of proximity to the college and willingness to participate in the project.

During August, a meeting was held with the Superintendents of the six participating school districts. From this meeting emerged a twelve member Professional Advisory Committee

consisting of ten representatives from the six school districts, one NMC student majoring in teacher education, and one representative from the State Certification and Teacher Education Advisory Committee.

A Faculty Advisory Committee composed of six members from Northern's faculty was formed to provide advice to the project staff as it proceeds with its activities.

Objective 2:

> Identify performance-based programs of Teacher Education and Vocational-Technical Education presently in existence.

During the early stages of developing PBE at Northern, letters were mailed to the State Department of all states and the Virgin Islands seeking information about existing PBE programs in their states. A total of 46 responses was received.

Letters requesting (a) materials which had been developed, (b) names of potential consultants, and (c) approaches used to develop PBE were sent to 493 member institutions of the National Council for Accreditation of Teacher Education. Responses to these inquiries totaled 165.

In addition to the letters of inquiry sent to the State Departments and the member schools of NCATE, various other sources of information were contacted such as: The American Vocational Association, the National Council of Private Trade Schools and the National Center for Vocational and Technical Education. Nineteen responses were obtained from such contacts.

To further apprise Northern Montana College of the status of other schools involved in PBE, the following activities have also been conducted.

a. The Project Director attended an institute at Weber State College in Ogden, Utah, on PBE during the month of August.

b. The Academic Vice-President and the Project Director visited the Mountain Plains Project in Glasgow, Montana.

c. The head of the Electronics Department visited an on-going project of PBE at the University of Houston.

d. Dr. Fred Cook from Wayne State University, Detroit, Michigan, was employed as a PBE consultant. During the two day period, he met with the Faculty Advisory Committee, small groups of faculty, and the faculty as a whole.

Objective 3:

Identify teaching competencies.
a. Those identified in other programs.
b. Those identified uniquely within the present project.

The approach used to identify teaching competencies in other programs was two-pronged. First, the project staff initiated an intensive review of the available literature, including the Education Resource Information Center (ERIC) files, which resulted in identification of materials and operating performance-based programs which could be contacted for information later in the project. Second, the institutions indexed under the American Association for Colleges for Teacher Education (AACTE) committee on performance-based teacher

education were contacted for materials which might be suitable for development and modification to the NMC project. Although the project received voluminous material containing identified teaching competencies, much duplication existed. After reviewing the materials, the project staff selected those which were most apropos to Northern's role and scope.

The first six months of screening various programs applicable to Northern resulted in identification of competency-based teacher education programs at many colleges and universities, one of which was Wayne State University in Detroit, Michigan. The Vocational and Applied Arts Education program at Wayne State was adaptable to some aspects of the project at Northern Montana College.

Specifically, broad competency statements were isolated and developed with supporting behavioral objectives for the student teaching program and courses in the Vocational Technical Division, (see appendix A for examples of competencies used at Northern).

In addition to competencies identified in other programs, there were those which were developed uniquely within the project at Northern. Specific examples of such unique competencies developed to date were in the Vocational-Technical Division. For example, in the Grains course offered by the Agricultural-Technical Department, competencies had to be stated with specific reference to the scope of Northern's program.

Objective 4:

Select competencies from among those identified. Arrange competencies for order of implementation.

Although the selection of competencies from existing programs is ongoing, there have been some selected from various programs and disseminated among faculty at Northern Montana College for study and modification. Competency statements from Weber State College, Ogden, Utah; Wayne State, Detroit, Michigan; the center for Vocational and Technical Education, Columbus, Ohio; and Peru University, Indiana; were circulated to various faculty members teaching courses required of the vocational-technical teacher education program. Those competency statements from the institutions mentioned, which were selected by faculty as relevant to their courses were arranged for implementation as the courses were translated to performance-based criteria. To date, most competencies acquired in student teaching have been developed into performance-based terms with module arrangement including supportive behavioral objectives. A number of professors responsible for various courses which make up programs are in the competency arrangement stage of conversion to performance-based education.

Objective 5:

Identify available delivery systems for building competencies.

In conjunction with the intensive review of literature related to performance-based programs, the project staff

focused on the various delivery systems used to build competencies in performance-based programs. Since most programs developed to date emphasized teacher education, further contact was initiated to determine the particular delivery systems incorporated in the building of competencies.

Contacts with other institutions and examination of project reports revealed a variety of delivery systems used to build competency. Most common among these were:

1. Total individualization of programs. An example would be the Weber Individualized Learning Kits (WILKITS) used at Weber State College. The student has minimum contact with an instructor and would complete modules on his own.

2. Partial individualization of programs. The student would have the opportunity to work on his own but would continue to have contact with the individual instructor responsible for a particular course or program.

Objective 6:

> Select delivery systems for building competencies to be used in the present project.

It appeared that the most suitable delivery system for use at Northern would be the program translation approach emphasizing course development into goals and supportive objectives. This approach would encourage a variety of learning activities to build a specific competency and would maintain individual course integrity by continued contact with the instructor. Emphasis would be placed upon field experience, demonstrations, films and other techniques designed to enhance competency development. It is anticipated

that several modules will be developed, however the instruction will be individualized with a minimum amount of total independent study.

Objective 7:

> Begin development of performance-based programs in Teacher Education and Vocational-Technical Education.

After reviewing the materials that were obtained through various sources as described above, meetings were conducted with all departments in teacher education and vocational education. Faculty were apprised of PBE programs developing around the country and familiarized with some basic background on the state of the art of PBE.

In department meetings the faculty were advised of different approaches to the development of a PBE program as recognized in the literature. It was the concensus of the faculty that Northern should use the "program translation" technique coupled with the materials which have been developed by other schools. Two major sources of performance goals used quite extensively for our initial program development are the Center for Vocational and Technical Education at The Ohio State University and Wayne State University in Detroit, Michigan. The three hundred and fifty-eight performance goals developed for Vocational-Technical Teacher education at The Ohio State University have been identified with twelve of the Vocational and Technical courses offered at Northern. Materials developed at Wayne State University have been adapted to the course, "Student Teaching Practicum". This

module will be revised and partially implemented during Winter Quarter 1974. ( see appendix A)

Many professors throughout the campus have shown an interest in converting to PBE. Some have taken an interest and have converted almost entirely to PBE. Two examples of this are the Foreign Language and Nursing Departments. Several instructors were used as consultants during the last two weeks of December to adapt course materials for PBE. This generated approximately 45 credits of course work.

Objective 8:

> Begin to make necessary program adjustments to accommodate performance-based approach in professional Teacher Education and in Vocational-Technical Education.

At this reporting only minor adjustments have been made in the program to accommodate changes to PBE. The most significant effort has been the ordering of approximately $7,000 worth of various types of equipment and audio-visual aids which will accommodate the PBE program.

The early efforts in the project have been directed toward acquainting the staff members with PBE and getting them to provide the leadership in converting their entire program. PBE must be developed by the teachers themselves.

Objective 9:

> Complete specific arrangements with participating schools to provide needed field experience in the public school setting to implement a performance-based program of Teacher Education.

Two meetings with the Professional Advisory Committee, PBE staff, and various members of Northern's faculty have been held. During these meetings, criteria for field experiences and student teaching were discussed and formulated for the participating districts with possible implementation to begin during spring quarter of 1974.

# SUMMARY

## Most Significant Accomplishment

The most significant accomplishment at this time has been familiarizing the faculty with the project and creating an interest and desire to convert to PBE. Approximately one-third of the total staff has shown an interest in converting to PBE, some have developed materials and will implement them during winter quarter 1974. All literature in the field emphasizes the need for total faculty involvement in converting to PBE.

## Constraints

Probably the major constraint recognized at this reporting is the way in which more faculty involvement can be obtained. Many staff members are currently carrying over-loads in their teaching program and are somewhat hesitant to take on additional work in converting to PBE. Employing them as consultants during a slack time in their teaching schedule has provided some solution to this concern. Perhaps another effort similar to this would result in more involvement and commitment to PBE.

## Problems

No major problems exist at this time, however through various preliminary reports it appears that an increased amount of funds will have to be allocated for instructional materials to allow for the purchase of some of the individualized instructional material which is available.

APPENDIX A

Fall 1973

SUBJECT: STUDENT TEACHING AND PBE

FROM: Ray Peck, Director of Student Teaching

TO: PBE Professional Advisory Staff

As a follow-up to the preliminary steps taken to date regarding student teaching, you are requested to submit suggestions - your own and other professional staff members in your school - for additional activities we should specify for student teachers. It is suggested that you consider the following general categories:

1. Lesson Plans
2. ~~Pupil Handouts & Supplementary Teaching Materials~~
3. Use of various instructional media
4. Individualizing instruction
5. Motivating Pupils
6. Management & Care of supplies and equipment
7. Organization of routine procedures
8. General functioning as a teacher
9. Classroom control/discipline
10. Non-teaching activities
11. Awareness of pupil services
12. Participation in professional organizations
13. Evaluation of pupil achievement
14. Response to criticism/evaluation

Certain activities would be dependent on the availability of specific equipment, of course, but please don't hesitate to list an activity merely because the equipment is not available in your school. We will make adjustments in these cases.

CRITERIA FOR STUDENT TEACHING
NORTHERN MONTANA COLLEGE
ROUGH DRAFT

Fall 1973

| BEHAVIORAL OBJECTIVES | ACTIVITIES<br>NOTE: All starred activities are compulsory | EVALUATING CRITERIA |
|---|---|---|
| 1. Prepare and make available, beginning with the first ten days, observation notes regarding a brief description of techniques and methods used by the supervising teacher in classes in which you observe or assist | a. Journal or notebook for notes. | a. Submit your journal to the college supervisor. Be prepared to state how the things you learned during your observation will be used in your student teaching assignment and how they will relate to your whole concept of teaching. |
| 2. Attend all scheduled seminars and be prepared to answer questions and to actively participate oraaly in discussion. | a. Discussions.<br>b. Bring ideas from your teaching experience.<br>c. Present questions that may beposing problems in your classroom. | a. Attendance and participation in discussions. |
| 3. Write or orally present an analysis of school policies and regulations. | a. Attend orientation meetings in fall (if student teaching at that time.)<br>b. Acquire information from building principal.<br>c. Classroom participation (Handout) | a. Discussion with the college supervisor.<br>b. Written report to be read and evaluated by the supervising teacher and the college supervisor. |
| 4. Secondary Teachers<br>Describe in writing a statement of the general objectives to be covered during your teaching experience. These statements will explain the purpose(s) of the unit(s) to be covered. | a. Scan Preparing Instructional Objectives by Robert F. Mager.<br>b. _____(refer to materials from General Methods Class.) | a. Assessment by the college supervisor. |

| BEHAVIORAL OBJECTIVES | ACTIVITIES | EVALUATING CRITERIA |
|---|---|---|
| 5. In behavioral terms, prepare a detailed outline of at least one unit that will be taught. The unit will include the behavioral objectives or competencies, activities, and evaluation. | a. _____ read or refer to materials from General Methods class.<br>b. Read pamphlet on writing behavioral objectives.<br>c. Examine examples of units or modules.<br>d. Discussion groups. | a. Assessment by college supervisor. |
| 6. Plan and do no less than eight different types of lessons using the affective domain wherever possible. | a. Lecture.<br>* b. Question-answer (inquiry).<br>* c. Discussion.<br>d. Demonstration.<br>e. Lab presentation<br>f. Field trip.<br>g. Use of resourse person.<br>h. Panel presentation.<br>i. STudent reports.<br>j. Assignment of Library reference lesson. | a. Observation by college supervisor and/or local supervising teacher to determine teacher effectiveness.<br>b. Written evaluation by the college supervisor and/or the supervising teacher in terms of the student teachers' application of the affective domain. |
| 7. Demonstrate the ability to use audiovisual materials by correctly operating at least seven of the given media. | * a. Make a tape and use it in a lesson.<br>b. Movie projector.<br>c. Overhead projector. | a. Ability to correctly operate media chosen.<br>b. Performance acceptable to the supervising teacher. |

| BEHAVIORAL OBJECTIVES | | ACTIVITIES | EVALUATING CRITERIA |
|---|---|---|---|
| 7. (Continued) | d. | Filmstrip. | |
| | e. | Record player. | |
| | f. | Chalkboard. | |
| | g. | Spirit duplicating machine (pre-master and operate machine.) | |
| | h. | Prepare a teacher-made bulletin board. | |
| | * i. | Assist only when asked in preparing a student-made bulletin board. | |
| 8. Prepare, administer and score both an objective and an essay test. | a. | _____ text from Tests and Measurements (or any appropriate book or handout.) | a. Effectiveness of test--clarity, relevance, and validity as evaluated by the college supervisor and/or local supervisor. |
| | b. | Discussion group. | |
| | c. | Film strip. | |
| 9. Describe in writing the grading procedures used and the purpose of maintaining a classroom attendance book. Present examples of your attendance and grade keeping for evaluating at the end of your student teaching. | a. | Maintain the classroom attendance book (or a facsimile.) | a. College supervisor's evaluation of your grading and attendance keeping. |
| | b. | Maintain the class grade book (or a facsimile.) | b. Supervising teacher's evaluation. |
| | c. | Evaluate and returne tests and assignments no later than two school days. | |
| 10. Describe in writing or be prepared to describe orally the function of the School Board in terms of how it is [illegible]ted, its effect on [illegible]ool policy, hiring, firing, curriculum, law, monetary decisions, etc. | * a. | Attend a School Board Meeting. | a. Evaluation of written material by college supervisor. |
| | b. | Discussion group. | b. Oral questioning by college supervisor to determine if you have a clear understanding of |
| | c. | Read pp. _____ of School Laws of Montana on reserve in the Library or available from the local school administrator. | |

| BEHAVIORAL OBJECTIVES | ACTIVITIES | EVALUATING CRITERIA |
|---|---|---|
| 11. Be able to describe orally your reaction to a faculty and/or departmental meeting and a professional meeting, i.e., MEA. | * a. Attend a faculty and/or departmental meeting.<br>b. Attend a professional association meeting. | a. Discussion with college supervisor--be able to defend your comments be they positive or negative. |
| 12. Participate in a variety of teacher duties, expose yourself to different classroom situations and describe in writing your reaction to each of the situations in which you were involved. | * a. Hall monitor.<br>* b. Lunchroom duty.<br>* c. Playground duty.<br>* d. Supervise extra-curricular activities.<br>* e. Spend at least five hours in other classrooms not in your grade level or in classes not in your subject area or major.<br>f. Read pamphlet "Ways of Showing you Care."<br>g. Have at leastone conference with the chief administrator. | a. Your written evaluati to be turned in at en of student teaching.<br>b. Supervising teachers written evaluation of your partcipation. |
| 13. Identify by listing which standardized general achievement, diagnostic and intelligence tests are used in the school and describe in writing how they are used for instructional purposes. | a. Observe a testing situation.<br>b. Examine the various tests that are given to the students.<br>c. If possible, administer, score and analyze a standardized test. | a. Written evaluation of tests examined with a statement of their purpose(s).<br>b. If you did (c) in activities, explain i writing how you would use standardized test results to improve instruction. |
| 14. Given an imaginary amount of $300, prepare an order for materials for your classroom (if elementary) or subject area (if secondary). | a. Determine what materials are needed.<br>b. Discuss and find out the correct procedure for ordering with the supervising teacher or the principal.<br>c. Examine a cost list. | a. The order form will be evaluated by the supervising teacher on the basis of clarity, correct form and correct addition. |

| BEHAVIORAL OBJECTIVES | ACTIVITIES | EVALUATING CRITERIA |
| --- | --- | --- |
| 14. (Continued) | d. Make the order on the standard form used. (Note: perhaps the college could supply dummy copies for the students.) | |

B.O. #3
Act. c.

# CLASSROOM PARTICIPATION

During your classroom teaching experience, you will need to find the answers to the following questions as they pertain to your student teaching.

1. Who are your students? This includes not only knowing their names, but also the general background (cultural, social, intellectual) of the school in which you teach.

2. What are the major district, building, and classroom policies?

3. ~~What is your role (as a teacher) during~~ a fire drill exercise?

4. What important calender events will take place during your period of assignment to the building?

5. What is the roll taking procedure, lunch count and lunch money taking procedure?

6. How will you handle absent and tardy students in accordance with your school's policy?

7. How do you use referrals to counselors, speech therapists, reading specialists, the school nurse, etc.?

8. What is the library use policy and procedure at your school?

9. How can you secure and use A-V Equipment and materials?

10. What textual and supplementary materials are available at your school?

11. What is the homework policy and what control do you as a student teacher have over it?

12. What are school policies and procedures governing field trips, etc.?